

CALIFORNIA SCHOOLS



SAN FRANCISCO STATE COLLEGE
"COLLEGE UNION"

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CALIFORNIA SCHOOLS

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Superintendent of Public Instruction

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The cover illustration is a sketch of the College Union building—students' bookstore—erected with student funds on the new campus of San Francisco State College. The building is of modern "tilt-up" wall construction, with steel roof trusses requiring no interior supports. The sketch was made by Robert A. McClay, art student at the college.

AMERICAN EDUCATION WEEK, November 7-13, 1954

ROY E. SIMPSON, *Superintendent of Public Instruction*

The schools of California will join the other schools of the nation in observing the week of November 7 to 13, 1954, as American Education Week, emphasizing the provocative central theme, "Good Schools Are Your Responsibility." American Education Week was established in 1921 by joint action of the National Education Association and the American Legion. The national sponsors now also include the National Congress of Parents and Teachers and the U. S. Office of Education. The daily topics for American Education Week this year have been selected to stress the citizen's concern for good schools: "Ideals To Live By," "Teachers for Tomorrow," "Investment in Good Schools," "Working Together for Good Schools," "Effective Citizenship," "Teaching the Fundamentals Today," and "How Good are your Schools?"

California schools are always hospitable to visitors throughout the year. However, during American Education Week there is a concentrated drive to encourage everyone to visit the public schools. California is justly proud of its schools. Parents of school children and other citizens of the state should visit the schools and see for themselves the excellent job being done by the almost 100,000 teachers and administrators. Parents can be reached through feature articles in newspapers and magazines, radio and television programs, displays and demonstrations, and special community program and activities.

"Wishing for good schools is not enough," declares the sponsoring committee. "Communities have good schools when the people want them enough to take an interest in them, to work for them, to cooperate with them. American Education Week is an appropriate time for re-examination of the educational program of your community. What is your school doing best? Can it do some things better? To help your school, you need to be well informed about it." Your Superintendent of Public Instruction welcomes the opportunity of joining the nearly 2,000 school districts in California, the offices of the county superintendents of schools, the parent-teacher associations, the state and local teachers associations, and the many other lay and professional organizations that are sincerely concerned with the welfare of the public schools of our great state, in paying respect to the excellent teaching and the outstanding instructional program of our public schools. American Education Week also provides a convenient opportunity to explain firsthand to parents the needs of the public schools for classrooms, for teachers, and for the challenging support of the program. Good schools are the responsibility of the parent, but this responsibility will be assumed only as the parent becomes an informed citizen. It is our responsibility to inform the parents and their neighbors.

SAN FRANCISCO STATE COLLEGE—

A Venture in Democratic Living

J. PAUL LEONARD, *President*

There are days which mark events of importance in the lives of people and institutions. For 55 years, the faculty and students of San Francisco State College have dreamed of a permanent campus with adequate and efficient buildings. In October, 1954, the college will officially dedicate its 94-acre, twelve-million-dollar campus along the shores of Lake Merced in the southwestern part of San Francisco. The setting is a flourishing one now—nine modern buildings, a faculty of over 300, and a total student enrollment of 6,200. It has taken over half a century to achieve these goals; but San Francisco State College has finally reached its fruitful harvest.

San Francisco State College is one of 11 in a system of state colleges, defined by the State Constitution as part of the public school system of California. Operating under the laws of the State of California and the regulations of the State Board of Education, the college now offers four-year and five-year curriculums. From its location in San Francisco, the institution serves, chiefly, students who come from cities and towns bordering San Francisco Bay.

HISTORICAL HIGHLIGHTS

The fabulous city by the Golden Gate is claimed as home by countless institutions that describe their history against a background of calamities that include the great fire of 1906, the depression, and two world wars. These historic incidents are all interwoven in the rugged pattern of growth and development of San Francisco State College.

The college was established in 1899 by an act of the State Legislature.¹ Two other tax-supported institutions for teacher education had existed previously in San Francisco—the California State Normal School established in 1862 which was moved to San Jose in 1870, and the post-graduate “normal” class conducted at Girls’ High School from 1875 to 1899. The first president of the new San Francisco State Normal School was Frederic L. Burk, former superintendent of schools at Santa Rosa, a graduate of the University of California and Stanford University who had secured the Ph.D. in psychology at Clark University in 1898, under the tutelage of G. Stanley Hall. Dr. Burk, with an appropriation of \$10,000 for the first year’s operation, opened the new normal school in July, 1899, in two buildings on Powell Street between Bush and Pine

¹ Chapter 141, Statutes of 1899, appropriated \$20,000 for the first two years “for establishing and maintaining the . . . normal school and providing suitable accommodations therefor.”

streets, which were rented from the San Francisco City Board of Education. The first class of 36 young ladies graduated from the two-year course in June, 1901.

When the ashes of the great fire of 1906 cooled, the quarters occupied by the normal school were among the thousands of buildings in San Francisco that were completely destroyed. Much has been written about the spirit that swept throughout the city following this disaster. The courageous men and women of San Francisco were caught up in a determination to rebuild an even greater city over the scorched ruins. Frederic Burk was among them. Within ten days he had the normal school in session in temporary quarters in Grant School, Oakland. He selected the site for the new campus which was purchased soon after by the State—a sandy, rocky, hillside lot bounded by Buchanan, Waller, Laguna, and Herman streets. It had been part of the grounds of the San Francisco Protestant Orphanage, and the lone building on this portion—the chapel of the orphanage—was at first the whole normal school. The chapel later became the college library. Temporary buildings of rough materials were hastily erected on the Waller Street side of the block. They were ready for occupancy by the training school in June, 1906. This was the first public school in San Francisco to open after the fire, and it was conducted continuously throughout the year, without summer vacation, to make up for the time lost.

From this humble beginning, Dr. Burk proceeded to build an institution that received world-wide attention for its work in education, especially in the provision of opportunity for individual progress for elementary school pupils. He gathered a faculty of men and women who had already made or were soon to make educational history, among them Frank F. Bunker, Percy E. Davidson, Henry Suzzalo, David Rhys Jones, and Carleton Washburne. After the Panama Pacific International Exposition in 1915, a portion of the fair grounds was given to the State of California as a site for the normal school. This site was not considered suitable for the school, so it was disposed of otherwise. The campus soon was expanded, however, by the purchase of a block adjacent on the north when it became available through final removal of the orphanage. The section of Waller Street which divided the two blocks was closed off and given to the institution.

A series of enactments by the State Legislature and decisions by the State Board of Education, starting about 1920, greatly expanded the functions of the normal schools. They were changed to teachers colleges in 1921 and curriculums were set up leading to the A.B. degree. The training course for elementary teachers was lengthened in 1923 to two and one-half years and in 1927 to three years. San Francisco State Teachers College was authorized, in June, 1923, to grant the A.B. degree in kindergarten-primary and elementary education, and many former students returned or continued to work in extension toward

the degree. In April, 1924, the college was authorized to grant the A.B. degree in junior high school education. By January, 1930, authorizations had been given for granting the A.B. for major work leading to special credentials in physical education and in music education, and also for recommendation of candidates for credentials in administration and supervision and in special education.

Dr. Burk died June 12, 1924. He was succeeded by Vice President Archibald B. Anderson, who served as acting president until his death on June 9, 1927. Mr. Anderson did not live to take the office of president on July 1, 1927, to which he had been appointed in April of that year. Mary A. Ward, Dean of Women, served as acting president in the interim until September 1, 1927, when Alexander C. Roberts, professor of education, director of extension service and dean of the summer quarter at the University of Washington, became the next president of the institution.

With the development of the program of instruction and the increase in enrollment, the building program grew apace. Dr. Burk lived to see the women's gymnasium dedicated in 1924. President Anderson saw the kindergarten-primary building completed. Under the leadership of President Roberts, Anderson Hall of Science and the Frederic Burk Elementary School were finished. As a result of the planning of Dr. Roberts and the faculty, there emerged a program that is typical of the college today. In 1935, the name of the institution was changed again—this time to San Francisco State College—and the institution began to assume the characteristics of a liberal arts college, providing for study in other fields than teaching. The so-called teachers college became a liberal arts college with teacher education as part of its program.

As the enrollment grew, it became obvious that the old campus was hopelessly inadequate. Two "temporary longhouses" were constructed in 1935 as a means of taking pressure off the limited facilities. The creaking wooden structures were forced into service beyond all practical limits. In describing College Hall, which housed the administrative offices and the library, a former student referred to the building as "a great square structure, looming like some vast hulk out of the morning fog. Its dreary mud-gray walls give a cold welcome . . ." This description of facilities on the old campus was perhaps typical of the feeling that prompted President Roberts to say, "We all dream of buildings that are adequate and efficient so that scholarship might grow apace. We all want a beautiful campus so the students may find greater happiness and joy in worthy tasks."

Dr. Roberts retired in 1945. While in office he did not realize his dream of a new campus, but he did have the satisfaction of knowing that definite steps had been taken toward the development of a new site for the college. In 1939, the San Francisco delegation to the State Legislature introduced and was instrumental in securing passage of a

bill that provided for the purchase of a 56-acre site along the shores of Lake Merced.

The history of the college was now recorded on the pages of 46 years. The great fire, World War I, a major depression, and World War II had left their marks, but they had failed to interrupt the general pattern of development. From its humble beginning as a normal school, San Francisco State College had emerged with an ever-growing student body and faculty engaged in liberal education and vocational training in business, industry, homemaking, teaching, public service, and social service, as well as preprofessional work for advanced study in the universities. President Roberts could indeed retire with a record of accomplishment.

When J. Paul Leonard, professor of education at Stanford University, succeeded Dr. Roberts as president, in 1945, there were 737 students enrolled in the college. World War II brought new hordes of people to California, and the end of the war opened the flood gates of students. Returning veterans added to the swelling population figures and brought an unpredicted increase in enrollment at the college.

During the years leading up to World War II, the college had rented some additional facilities in the immediate neighborhood. The postwar increase in enrollment forced the college into a major off-campus rental program. Facilities were rented from churches, the Y.M.C.A., the Y.W.C.A., the Salvation Army, and other institutions. One could find a bit of the college in almost any part of the city. Five steel huts donated by the federal government were erected on the old campus.

By 1946 it became evident that San Francisco State College would be an institution of major size—5,000 students or more. With the cooperation of city and state officials and local landowners, 38 acres were purchased as an addition to the 56-acre new campus site.

The period immediately after the war witnessed the continued development of the curriculum. In 1945 the college was authorized to offer a fifth year of study and to recommend candidates for the general secondary credential. This graduate program was extended in 1949, with authorization to grant the master's degree. In this same year, enrollment at the college reached a record high with enrollment of the equivalent of 3,865 full-time students.

Expressing great confidence in the future of the college, state and city officials united in the development of a building program for the college. Mayor Elmer Robinson, the Board of Supervisors, San Francisco delegates to the Legislature, the Chamber of Commerce, the San Francisco press, and Roy E. Simpson, Superintendent of Public Instruction, joined in a campaign to promote appropriations by the Legislature for construction of nine buildings on the new campus. A master plan calling for sufficient buildings to serve 4,000 full-time students was developed.

In June of 1949, ground was broken for the construction of the first of the nine buildings of the master plan—the \$1,163,000 physical education building. City, college, and state officials joined with the faculty and students in December, 1950, for official dedication of the completed building. This simple ceremony was the beginning of a new era in the life of the college. The worth of a splendid new building is readily apparent, but a structure such as this one takes on a special value in the eyes of those who can see it as the symbol of the realized dreams of the administrators, faculty, and students who have been writing the history of the college for fifty years—a token of the faith and vision that are the heritage of those who will follow.

SAN FRANCISCO STATE COLLEGE TODAY

The Physical Plant

Following the dedication of the physical education building in 1950, detailed plans were developed and construction was started on the other eight buildings in the master plan. The first phase of the major building program is now completed, and the college has facilities for 4,200 regular students. The faculty, administration, students, and alumni of the college are now sharing an experience that is new to this college family—they are proud of their campus and its buildings. They sense, also, that this pride in the institution is rapidly extending into the community and on to the people of the state. The campus is a model of contemporary architecture. Its modern, functional buildings stand as tangible evidence of the support rendered to higher education by the people of the state.

Space does not permit a word picture of the various features of the new buildings. It is difficult to select any one of them as more outstanding than the others. Each building has distinctive characteristics, but fits harmoniously into the pattern of the beautifully landscaped 94 acres. The president and the entire college family join in extending an invitation to everyone to visit the San Francisco State College campus during the dedication program which will be held during the third week in October, beginning October 10. The week-long observance will be highlighted by the official dedication ceremonies on the morning of October 16. A wide variety of exhibits and special events depicting the nature of the program at the college will be open to the public. All of the new buildings—Physical Education, Administration, Library, Creative Arts, Arts and Industries, Student Union, Education, Natural Science, and Social Science—will be open for inspection.

In September of this year, all of the college classes will be held on the new campus. The old campus on Buchanan Street will be vacated at that time. It is perhaps significant that the Education Division, the largest of the nine divisions of the college, will be the last to leave the

old campus. The old buildings have long been associated with teacher education, which was historically the major function of the college. It is significant, also, that the well-known Frederic Burk School will be continued at the new site. The San Francisco Unified School District has authorized the change of the name of the present Lake Merced Elementary School to the Frederic Burk School, and within a year will complete a new million-dollar elementary school plant to replace the present facilities, on a site adjacent to the college campus. The new school will be leased by the college and operated as an educational laboratory and demonstration school in the tradition of the original Frederic Burk School. The college is proud to have the name of its first president carried to the new campus.

The State of California is constructing on the college campus a residential school for the education of cerebral palsied children, which is scheduled for completion in late 1954. This building will house the Northern California School for Cerebral Palsied Children now operating in rented quarters in Redwood City.

The new campus facilities are designed to provide housing and equipment for instruction of approximately 4,200 regular students and 2,000 or more part-time students. Enrollment at the college will be held to these limits until additional classroom buildings are constructed. The future building program calls for the construction of classroom buildings and other extensions sufficient to permit doubling the size of the student body by 1963.

It would be comforting to know that the present buildings will be adequate to meet the enrollment demands of the future. Unhappily, such is not the case. Recent studies predict that over 62,000 students will seek enrollment in the state colleges by 1965.¹ San Francisco State College joins the other state colleges in an effort to solve the problems of providing buildings, staff, and funds to meet the increase in enrollments. The need for classrooms and teachers is already a common problem among the elementary and secondary schools of the state, whose graduates—the war babies of the early 1940's—will soon be knocking on the doors of the state colleges in alarming numbers. Certainly this problem deserves the fullest attention of all educators as well as other people of the state.

The College Program

San Francisco State College is committed to four functions:

- (1) To offer a program of general education, which will be serviceable to all youth irrespective of their chosen careers, based upon

¹ "Enrollment Forecasts in California," prepared by Carl M. Frisen, Associate Research Technician for Population Studies, California State Department of Finance, p. 9 and Table 2. Paper presented May 22, 1953, to conference on Population Trends of the Pacific Coast, held at Asilomar, California, under sponsorship of Pacific Coast Committee on Social Statistics, Social Science Research Council (mimeographed).

their discovered personal and social needs, and planned purposely to achieve certain well-defined goals

- (2) To offer a superior program of training for all phases of work with children and youth—teaching, supervising, guidance, administration, recreation, and correction
- (3) To offer certain terminal programs of four-year and five-year occupational training, needed particularly by the youth within the service area of the college, which will enable them to serve in business, social agencies, industry, and government
- (4) To offer continued education on the job for those employed persons in the service area who wish to improve their educational competence in the fields in which we offer initial training

The college faculty embarked in 1946 on a program of general education designed to aid young men and women to become competent citizens and stable personalities, and to develop the understanding necessary to successful college work toward their chosen careers. Each year the faculty has, through conferences and committee work, measured and evaluated the work of this program.

Upon the foundation of this general education program, which offers a series of especially designed courses, the college has developed cultural and occupational fields of study leading to various degrees. The principal occupational curriculum prepares candidates for service in the public schools. Occupational programs are also offered in such fields as business, world business, government service, recreation, art, writing, nursing education, radio, and industrial arts. Also provided are preprofessional curriculums in science, social work, and law, to prepare students for advanced work at the universities.

The program of instruction is carried on by nine divisions: Air Science and Tactics (Air Force R.O.T.C.); Creative Arts; Business; Education; Health, Physical Education, and Recreation; Humanities; Language Arts; Natural Science and Mathematics; and Social Science.

The college is accredited by the Western College Association, The American Association of Colleges for Teacher Education, and the American Association of University Women.

The Students

The student body at San Francisco State College is typical of a large midwestern university or a metropolitan college. It is not selected for any one factor. The college has no dominating program which requires special aptitudes and it has no high tuition that selects students only from the upper economic classes. Further, the college does not have admission requirements that bar all except the most gifted. Recent studies show that most of the students come from average, middle-class American homes, many of which have strong foreign cultural influences.

Naturally, the greatest percentage of the students come from the city of San Francisco. A large number must work to support dependents.

One survey revealed that 61 per cent of the students held jobs—49 per cent part-time and 12 per cent full-time. Study, class work, and extra-class activities together fill a 40-hour week for many of the students. Going to college for them is a full-time job.

An analysis of new students enrolled last year revealed that they came from 115 high schools and 221 colleges and universities. Nearly 300 students came to the college last year from 42 foreign countries.

The college defines a "limited" student as one carrying six units of credit or less. With 2,000 such students enrolled at the college, we have attempted to learn more about them. We found that 71 per cent of the limited students enrolled last year were doing graduate work. Teaching credentials were held by 1,248 students. As could be expected, most of these students (1,235) were teachers in service. The remainder of the 2,000 were employed in business, in state and federal government positions, and in professional services. The greatest proportion of the limited students are enrolled in education courses. This presents an interesting contrast to the nature of the full-time day student body, of which less than 40 per cent are preparing to be teachers.

Working with the students at San Francisco State College is a stimulating experience. They are serious of purpose and they represent the class of American citizens who will direct the future of democracy as community leaders, government workers, business men, teachers, and social workers.

Student Life

Student life at San Francisco State College is recognized as an integral aspect of education. The college is committed to the principle that public education at all levels is primarily concerned with democratic living. There are approximately 60 student organizations which welcome students without regard to race, color, or creed. All students are encouraged to join one or more of these groups.

Student government and student activities are administered by the Associated Students, a corporation governed by a board of directors, consisting of 12 students and three faculty members. The students publish a weekly newspaper, a year book, and an annual handbook.

The new Creative Arts Building, with its theater, music hall, and radio studios provides a wonderful setting for student programs. The college symphonic band, chorus, orchestra, and other student musical organizations present public programs each year. Under the direction of the music faculty, many of whom are members of the San Francisco Symphony Orchestra, these programs are becoming increasingly popular with the residents of the community. The active Drama Department now has an excellent theater for the presentation of numerous productions.

Student Personnel Services

The college has developed a wide range of personnel services for the benefit of the students. Under the direction of the Dean of Students, the services of the Registrar's office, Admissions office, and Credentials Secretary are provided; students are advised with regard to their programs of study; general and personal counseling are offered; and student activities, health, and placement are supervised. Selected faculty members serve as official academic advisors of students. Specialized counseling services are offered for foreign students, and advice is given in connection with military service, student activities, housing, scholarships and loans.

One of the objectives of the college is to foster in each student the optimum degree of mental health. The general education program offers courses which are designed to focus on the analysis and understanding of personal, social, educational, and vocational problems of the individual student, especially in his initial adjustment to the college situation.

Students in need of psychological help in evaluating and understanding the problems they face may seek assistance in the Counseling Center. Carrying on the mental hygiene program begun in the freshman year, this service provides an opportunity for any student to seek intensive and individualized counseling. In order that the student may feel free to investigate all aspects of his life, the work which the Counseling Center does with him is kept completely confidential. The counselors are experienced clinical psychologists and psychiatric social workers. A psychological testing service augments the work of the counselors.

The Student Housing Service is designed to help students in making living arrangements. The college operates two small dormitories for 44 men, one on the new campus and the other on Mariposa Street near the old campus. The college also maintains, on the new campus, 72 apartment units for married veterans. Obviously the lack of campus living facilities creates a great demand for rental units in the city.

The college maintains a Placement Office to assist students and graduates in obtaining part-time or full-time employment. The service is extended to teacher trainees, graduates in business and professional fields, and graduates who desire a change in locale or professional advancement.

At the time of admission or readmission to the college, regular students undergo a complete health examination by the college physician, as required by the California Administrative Code. Throughout the school year the Student Health Service is open to all students for follow-up visits regarding defects found at the time of the physical examination and for medical or dental advice with limited treatment.

Special Programs of Interest

Education of Exceptional Children. The college offers a wide program for training teachers, supervisors, and administrators in the field of education of exceptional children. Preparation for teaching of mentally retarded, visually handicapped, orthopedically handicapped, acoustically handicapped, speech defective, emotionally disturbed, and gifted children is provided. Special classes, workshops, clinics, and conferences are held during the regular term and summer session.

Laboratory Schools. The Division of Education operates the Frederic Burk elementary school. In this school, expert teachers conduct demonstration classes for student teachers. A Kindergarten and a Child Care Center are also under the direction of the Education Division. Students have an opportunity to observe and to participate in the operation of these two facilities.

Public Administration. A program in public administration is also offered, designed to provide undergraduate training for students interested in careers in government service at the city, county, state, or federal levels.

The School of World Business. The School of World Business prepares students for careers in world business. Operated in connection with the Business Division, the program offers specialized and advanced training for entrants and for those now employed in world trade or related business activities. This program of study functions in co-operation with the Chamber of Commerce and numerous business organizations in the great world port of San Francisco. The Business Division offers over one hundred courses on the junior, senior, and graduate levels, with concentrations in marketing, accounting, finance, production, management, personnel relations, business education, secretarial work and office management, and general business.

Extension Courses. The college has established an Extension Division which offers courses off-campus within the geographical region served by the college. The courses are planned for teachers in service and other professional groups. More than 2,000 students are enrolled in this program.

Summer Sessions. A one-week intersession (offering one unit of credit), a six-week regular session (offering a maximum of six units), and a three-week post session (offering three units) make up the college summer calendar. The courses, workshops, and clinics are designed to meet the needs of teachers and other professional groups who wish to improve their professional competence. Information on any of the

special programs is available at the college. The summer sessions enrolled nearly 7,000 students in 1954, three of these being held in off-campus summer centers at Santa Rosa, Vallejo, and Modesto.

CONCLUSION

Many of the teachers who will read this article are graduates of this institution. Others have taken special courses at the college. They are familiar with the history and the purposes of the college because they are members of the college family. Most of them have memories of the old campus, but the staff and students at the college today sincerely hope that they will look upon the beautiful Lake Merced campus as their new home. A cordial invitation is again extended to all to visit the new college campus.

Telling the complete story of a college is a long and detailed task. This article has covered only some of the highlights of the history and program of San Francisco State College, and it is impossible to list by name the many individuals who have contributed to its growth and development. The making of a better college has been a constant goal of those who have gone before us, and will continue as the goal of the present and future San Francisco State College.

IN MEMORIAM

With the death of VERNE S. LANDRETH at his home in Sacramento on Saturday, August 7, 1954, the California State Department of Education lost a valued staff member and the citizens of the state a public servant devoted to the best interests and traditions of education.

Mr. Landreth joined the Department of Education in the spring of 1939 as Field Counselor for California under the provisions of the Federal Forum Project. Later that year he was appointed Chief of the Bureau of Adult Civic Education. From 1942 to 1946 he served in place of W. H. Orion, Chief of the Division of Physical and Health Education, who was on leave for duty in the U. S. Navy. In November, 1946, Mr. Landreth became permanent Chief of the expanded services of Health Education, Physical Education, and Recreation, a post which he filled with distinction until his death.

Outwardly, he was a calm and good-natured man, resourceful, imperturbable, and unfailingly kind. Children loved him, and he looked upon his work as an opportunity to help them. Adults loved him, responded to his leadership, and admired the qualities of character exemplified in his life and work and in his unflagging advocacy of good teamwork in every phase of human relations.

Verne Landreth will be missed by all of us. We take hope and courage from the faith that was his.

A handwritten signature in dark ink, reading "Ray E. Simpson". The signature is fluid and cursive, with the first name "Ray" and last name "Simpson" clearly legible.

Superintendent of Public Instruction

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

ADOPTION OF REGULATION BY SUPERINTENDENT OF PUBLIC INSTRUCTION¹

Classes for Adults in State or Local Institutions for Adults. The Superintendent of Public Instruction, acting under authority of Education Code Section 7098, added Article 14.2, consisting of Sections 129.40 to 129.45, inclusive, to Subchapter 1 of Chapter 1 of Title 5, California Administrative Code, to read as follows (effective August 27, 1954):

Article 14.2. Classes for Adults in State Institutions for Adults or in any City, County, or City and County Jail, Road Camp or Farm for Adults

129.40. *Records to be Maintained.* Each school district maintaining classes for adults in any state institution for adults or in any city, county, or city and county jail, road camp or farm for adults shall maintain records of all expenses incurred in connection with such classes. The records shall be kept in accordance with the instructions in the California School Accounting Manual.

129.41. *Required Report.* The total expense of classes reported pursuant to Education Code Section 7098 shall be reported to the Superintendent of Public Instruction as directed on Form No. J-152.1, "Annual Report of Adult Education for Inmates of State Institutions," on or before July 15 subsequent to the fiscal year in which the expense was incurred.

129.42. *Definition of Expense.* Expenses for such classes shall include all current expenses, as current expenses are defined by the California School Accounting Manual, made by a school district during the fiscal year in providing authorized classes, and may include expenditures for capital outlay made directly for or which may be attributed to the support of such classes.

129.43. *Expenses for Salaries.* Actual expenses for all salaries shall be recorded and reported only to the extent that one or more employees designated by name has been given a regular assignment by the governing board of the district or its chief administrative officer to duties in connection with the maintenance of authorized classes. In each case the expenses so recorded and reported shall be only the prorated portion of salaries or wages for time actually spent for the purpose. Full salaries or wages shall not be recorded or reported unless full time is devoted to the purpose.

129.44. *Expenses for Salaries of Teachers.* Expense for salaries of teachers employed for the direct instruction of pupils shall be recorded and reported separately.

129.45. *Other Expenses.* Other direct expenses for such classes that can be positively identified shall be recorded and reported as expended. Other indirect expenses that are attributable to such classes may be recorded and reported if additional records substantiating such indirect expenses are maintained by the district.

¹ For changes in rules and regulations of the State Board of Education as embodied in Title 5, California Administrative Code, see pp. 392-5 of this issue.

BUREAU OF TEXTBOOKS AND PUBLICATIONSIVAN R. WATERMAN, *Chief***RECENT PUBLICATION OF THE DEPARTMENT OF EDUCATION**

Laws of 1954 Relating to the California Public School System, Enacted at the 1954 Regular Session and the 1954 First Extraordinary Session of the California Legislature. Sacramento: California State Department of Education, June, 1954. Pp. iv + 22.

This publication contains the text of laws, other than validating acts, enacted by the Legislature in 1954 that relate to the Public School System, including those amendatory of laws other than the Education Code which appeared in the appendix to the 1953 edition of the Education Code.

The format used in this publication is the same as that of the 1953 edition of the Education Code. The leaves are slightly less than 6 by 9 inches in size and only one side has been printed, so that the text may be cut and inserted at appropriate places in the Education Code.

Copies have been distributed to county, city, and district superintendents of schools, to elementary and secondary school principals in districts without superintendents, and to certain other school offices and libraries. Requests for additional copies should be addressed to the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14.

CORRECTIONS in article on**"Survey of Teachers' Work Week in California High Schools"**

Four errors that occurred in the printing of the article on "Survey of Teachers' Work Week in California High Schools," in the last issue of *California Schools* (August, 1954, pages 339-55), should be corrected as follows:

ERRATA

Page 339, third paragraph, third line: "312 day high schools" should read "312 high school districts"

Page 341, Figure 1, the legends for white and grey areas should be interchanged, so that the explanation of shading in diagrams reads as follows:

Black: Classroom instruction

White: Noninstructional assignments at scheduled hours

Grey: Other noninstructional duties

Page 342, fifth paragraph, fourth line: "5 hours and 50 minutes longer" should read "4 hours and 50 minutes longer."

Page 347, Table 5: Median for male teachers in "Total for all high schools" should be 27:31.

INTERPRETATIONS OF LAW

APPLICABLE TO SCHOOLS

LAURENCE D. KEARNEY, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

DECISION OF FEDERAL DISTRICT COURT FOR THE SOUTHERN DIVISION OF THE NORTHERN DISTRICT OF CALIFORNIA

*Formation of Building Contract; Effect of Charter;
Liquidated Damages*

Plaintiff school district advertised for bids for the construction of two school buildings. The advertisement provided that the bidder should submit a bid bond in prescribed form in the amount of \$25,000.00 as security for his promise that if his bid were accepted he would execute a written contract, furnish performance bonds, and erect the buildings, and also provided that the amount of the bond should be retained by the district as liquidated damages in event of breach of the contract. Defendant contractor's bid was accepted by resolution of the governing board of the district, which tendered a contract to defendant. Defendant refused to execute the agreement or give a performance bond. The district then readvertised for bids and awarded the contract to the contractor offering the lowest bid, which was higher than that offered by the contractor. The district then brought suit in the Superior Court against defendant construction company and the surety on the bid bond. Defendant transferred the suit to the Federal Court on the grounds of diversity of citizenship. The district contended that a contract was formed by the district's acceptance of the contractor's bid and that the contractor's refusal to execute the written contract or furnish a performance bond was a breach of the contract. Defendants moved to dismiss the suit on the grounds that no contract had been formed by the acceptance of the bid by the district governing board for the reason that the charter of the city in which the district was located required that in order to be valid, all contracts must be in writing, executed in the name of the city by officers designated to sign contracts. The defendant also contended that the terms of the advertisement calling for the retention of the bid bond as "liquidated damages" was invalid. The Federal District Court for the Southern Division of the Northern District of California denied the motion. The

court held that the provisions of the city charter in question did not apply to the governing board of the school district, inasmuch as the school district was an entity distinct from the city, and the mode by which the district could make contracts for the erection of school buildings was prescribed in Education Code Section 18051. Since the parties had not agreed that no contract would be formed until a written contract had been executed, the acceptance of the defendant's bid formed the contract.

The court stated that the "liquidated damages" provision should be held void unless the district could show that at the time of contracting it was impracticable or extremely difficult to fix actual damages. (*Berkeley Unified School District v. James I. Barnes Constr. Co.*, 112 F. Supp., 396.)

OPINIONS OF THE CALIFORNIA DISTRICT COURT OF APPEAL

Dismissal of Teacher for Refusal to Answer Questions of Legislative Committee

The governing board of a school district adopted regulations prohibiting the employment of a person who was knowingly a member of the Communist Party and requiring any of its employees who might be subpoenaed to testify before legislative committees investigating un-American activities to appear before such committees and specifically answer under oath any questions relating to past or present membership in organizations advocating the forceful or violent overthrow of the government. A permanent teacher employed by the district was summoned before the California Senate Fact-Finding Committee on Un-American Activities and was asked whether she was the wife of a named individual. She refused to answer, stating that the hearing was in investigation of her husband's political activities, and stating that her refusal was based on Section 1881 of the Code of Civil Procedure. Thereafter, she refused to answer questions relating to her occupation, her acquaintances, her membership in the Communist Party, and related organizations, all on the same ground. The governing board dismissed her, and when she demanded a hearing, filed a complaint in the Superior Court. The Superior Court found the teacher guilty of unprofessional conduct within the meaning of subsection (a) of Education Code Section 13521 and held that the board had the right to dismiss her.

The District Court of Appeal affirmed the judgment of the Superior Court. The court noted that except for one question none of the questions the teacher refused to answer had anything to do with her husband. The court stated that the Superior Court had no discretion to find other than that the teacher was guilty of unprofessional conduct, that the rules of the governing board were reasonable, and that the Levering Act does not relieve school district governing boards from prescribing

rules reasonably necessary to protect schools against "infamous traitors who would scatter dragons' teeth amongst boys and girls of their own American fellow citizens." The District Court of Appeal also approved the statement of the Superior Court that, "The power of a teacher to mold the thoughts and conduct of children is so great that surely the State must have power to inquire into the beliefs of a teacher in whose care the youth of the country is placed for instruction." (*Board of Education v. Wilkinson*, 125 ACA 127. Petition for hearing by Supreme Court denied July 7, 1954.)

***Right of Probationary Teacher to Classification
As Permanent Employee of School District***

A teacher was employed by a school district as a probationary teacher for three consecutive school years and was not re-elected for a fourth school year. During the fourth year, however, she served eight days as a substitute teacher in the adult division and for a short time in summer session. She was again employed the following year and for two successive years thereafter as a probationary teacher. On April 11 of the third year, she was notified that her contract would not be renewed for a fourth year. In both cases the notice that the teacher would not be reappointed was sent to her by the district superintendent pursuant to a long-continued policy of the district governing board that teachers who were not specifically re-elected by resolution of the board would be dismissed. In neither case had the board expressly ordered the superintendent to notify the teacher that she would not be reappointed.

The teacher petitioned the Superior Court for a writ of mandate compelling the district governing board to classify her as a permanent teacher. The Superior Court denied the petition, and the District Court of Appeal affirmed the judgment of the Superior Court. The court found that as to her first notice of dismissal, the three-year period of limitations prescribed by section 338 of the Code of Civil Procedure had run; that the teacher had been given due and proper notice of both dismissals; that she had been guilty of unreasonable delay in bringing the action; that the action of the governing board was not against public policy nor did it constitute an attempted circumvention of the tenure law. (*Baldwin v. Fresno City, etc., School Dist., et al.*, 125 ACA 65. Petition for hearing denied by Supreme Court June 30, 1954.)

***Dismissal of State College Teacher for Refusal to Answer Questions of
State Board of Education Concerning Communist Party Membership***

A permanent academic teaching employee of a state college was summoned before the State Board of Education pursuant to the Luckel Act (Stats. 1953, Ch. 1646) and for the purpose of answering under oath questions propounded to him under that act. The employee declined to answer questions concerning his past or present membership in the Communist Party but denied that he had ever been a member

of any organization that advocated the forcible overthrow of the government and stated that he had no information whether the Communist Party advocated such forcible overthrow. Upon recommendation of the State Board of Education, the Director of Education dismissed the employee for his refusal to answer the questions relating to Communist Party membership. The employee appealed his dismissal to the State Personnel Board, which affirmed the dismissal. The employee then sought a writ of mandate in the District Court of Appeal, compelling his reinstatement. The court denied the writ. The court held that the Legislature, in enacting the Luckel Act, could properly limit a person's freedom of choice between his employment in the public school system and his membership in organizations advocating the overthrow of the government and could require public employees to appear and answer questions concerning their loyalty and associations, notwithstanding the fact that such employees had previously taken the loyalty oath. The court also held that refusal to answer such questions, regardless of the employee's lack of knowledge of the purposes of the Communist Party, constituted insubordination and conduct unbecoming employment as a teacher, regardless of statutory declaration to that effect. (*Steinmetz v. California State Board of Education*, 126 ACA 192. Petition for a hearing in the Supreme Court granted August 19, 1954.)

OPINIONS OF CALIFORNIA ATTORNEY GENERAL

Power of Allocation Board to Determine "Adequate School Construction" for Purposes of Allocation of State Aid to Construct Classrooms

The State Allocation Board may determine specified school building area of a district applying for State aid not to be "adequate school construction," as provided by Education Code Section 7717, nor "adequate school building area," as provided by Rule 1811, Title 2, California Administrative Code if there be a positive and incontrovertible finding made that such building area cannot be utilized as classrooms, and its inclusion as "adequate school construction" when applying the formula found in Education Code Section 7717 would result in depriving the school district of the absolute minimum of classroom space needed by a school, contrary to the legislative intent as expressed in Education Code Section 7701.1.

The opinion also holds that the State Allocation Board is empowered to determine what type of school construction may be deemed to be or not to be "adequate school construction," as those words are used in Education Code Section 7717 and may so provide by regulation. However, the State Allocation Board may not lawfully adopt a regulation which is contrary to the express mandate of the Legislature, which is that the providing of classrooms is the prime consideration, and that

no school district shall receive an allocation of funds for "adequate school construction" beyond the area per pupil set forth in Education Code Section 7717 nor after the effective date thereof, as set forth in Education Code Section 7717.1, as added by Stats. 1954, 1st Ex. Sess., Ch. 43. (AGO 54-2; 23 Ops. Cal. Atty. Gen. 284.)

***Funds Reserved for Teachers' Salaries or Tuition Payments;
Allowances for Growth Not Included***

Allowances for growth apportioned to a school district under the provisions of Article 15 of Chapter 15 of Division 3 of the Education Code are not subject to the provisions of subsection (a) of Education Code Section 6703, which requires that not less than 85 per cent of all moneys apportioned to a district from the State School Fund as basic state aid and state equalization aid be used for the salaries of certificated employees or tuition payments. However, there is no legal reason to prevent a school district, if it so desires, from using moneys apportioned to it as allowances for growth for teachers' salaries. (AGO 54-116; 23 Ops. Cal. Atty. Gen. 38.)

***Power of Governing Board to Raise Teachers'
Salaries During School Year***

The governing board of a school district may increase the salaries of school teachers prior to the termination of the school year when the board by resolution promulgated prior to the commencement of the school year has reserved the right to adjust the salaries of teachers during the school year, providing funds are available. If the procedure prescribed by Education Code Section 13808 is followed by the board, such action is not violative of Sections 31 and 32 of Article IV and Section 18 of Article XI of the Constitution of California, since the raise does not constitute a gift of the public funds, nor does it grant additional compensation after service has been rendered or a contract performed in whole or in part. (AGO 53-154; 23 Ops. Cal. Atty. Gen. 271.)

***Election to Increase Maximum Tax Rates; Legality of Statement on
Ballot of Purposes for Which Money So Raised Will Be Used***

When a special tax election has been called pursuant to Education Code Section 6358 for the purpose of increasing the maximum tax rate of a school district, no statement of the purposes for which the money so raised will be used may be printed on the ballots. Since Education Code Section 6358 was amended in 1951 by deleting the provision requiring such a statement on the ballot, and since the section was again amended in 1953 by the addition of a requirement that each registered voter in the district be mailed a card stating, among other things, the purpose of the election, it is no longer necessary, and inferentially improper, to state on the ballot the purpose for which the money to be raised will be used. (AGO 54-47; 23 Ops. Cal. Atty. Gen. 228.)

***Legality of Charge for Room and Board for Pupils of
California School for the Blind and California Schools
for the Deaf for Pupils Who Are California Residents***

The State Department of Education may not impose a charge for room and board for pupils at the California School for the Deaf or the California School for the Blind. Although the question has not been directly decided by the courts, in *Veteran's Welfare Board v. Riley*, 189 Cal. 189, the Supreme Court assumed without question that the schools were entirely free of any cost of any kind or character. The long-continued administrative interpretation of the officials charged with the administration of the schools has been to the same effect for just short of a century, and nothing in the legislative history of the statutes relating to the schools indicates a contrary intention of the Legislature. In view of the foregoing history, the State Department of Education may not now impose on pupils who are California residents any charges for room and board at said schools. (AGO 54-53; 23 Ops. Cal. Atty. Gen. 304.)

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular quarterly meeting held in Los Angeles, July 29 and 30, 1954.

Resolution Regarding Permanent Location of Los Angeles State College

The Board adopted on July 30, 1954, the following resolution regarding the selection of an adequate site for permanent location of the Los Angeles State College of Applied Arts and Sciences.

RESOLUTION

RESOLVED, that the State Board of Education is greatly concerned at what it regards as regrettable delay in the selection of an adequate site or sites for the permanent location of the Los Angeles State College of Applied Arts and Sciences.

For more than five (5) years the Department of Education has hoped that a proper site or sites would be obtained and that the actual construction of adequate housing and other facilities could be commenced.

During this same period both of these things have been accomplished for the San Francisco State College, the Sacramento State College, and the Long Beach State College. The difference between those projects and the Los Angeles project is to be found in the fact that conflicting interests in the Los Angeles area have fought successfully every selection that has been suggested by those public agencies and officials having jurisdiction in the matter.

Under the Constitution and the laws of the State, the Department of Education and the State Board of Education do not have the power to purchase land nor do they have the power to determine what land shall be purchased. No matter how strongly we believe that there is and for many years has been urgent necessity to move the Los Angeles State College of Applied Arts and Sciences from its present unsatisfactory location, which it shares with the Los Angeles City College, our efforts have been blocked. The plant on Vermont Avenue now occupied by these two institutions was constructed originally to provide accommodations for not more than 5,000 pupils. Now more than 6,000 pupils are in attendance at the Los Angeles State College, and more than 17,000 at the Los Angeles City College. This has created an intolerable situation and one that is detrimental not only to the students of each institution but to the faculties and staffs as well.

We suggest that a joint meeting of the Advisory Board of the Los Angeles State College of Applied Arts and Sciences and the State Public Works Board should be productive of results. Such a meeting would emphasize the desperate need for prompt action and a report of this meeting should educate the public with respect to the needs which are stated in this resolution.

We also believe that the citizenry generally, the press, and all organizations interested in the welfare of present and future students, particularly in the Los Angeles area, should interest themselves in the problem and create a public sentiment that would diminish and we hope eliminate further interference by persons actuated by private or selfish interests or narrow community loyalties. Unless such sentiment can be aroused we fear greatly that interference with the decisions of our officials will be continued and will prevent indefinitely the construction of permanent facilities for the college.

RESOLVED FURTHER, that copies of this Resolution be submitted to the members of the Advisory Board of the Los Angeles State College of Applied Arts and Sciences, the State Public Works Board, and such other persons or agencies as the Secretary of the State Board of Education deems advisable.

Reorganization of Board

The membership of the Board having been altered by the appointment by Governor Goodwin J. Knight of James Musatti of San Francisco and Palo Alto to succeed Mrs. W. J. Parks of Richmond, whose term has expired, the Board reorganized in accordance with Education Code Section 104 and re-elected William L. Blair as president.

Appointments to State Curriculum Commission

The Board approved the reappointment by Superintendent of Public Instruction Roy E. Simpson of Fernie M. Gleason, teacher in Alvin Avenue Elementary School at Santa Maria, and C. C. Trillingham, County Superintendent of Schools of Los Angeles County, as members of the State Curriculum Commission for terms ending August 29, 1958.

Approval of Proposals for Reorganization of School Districts

In accordance with the provisions of Education Code Section 4234, the Board approved the following request:

Petition for authorization to conduct an election to form a junior college district in Santa Barbara County—A proposal by the governing board of the Santa Maria Union High School District to hold an election to determine whether the area represented by the existing Santa Maria Union High School District, consisting of Betteravia, Blochman, Bonita, Casmalia, Cuyama, Guadalupe, Los Alamos, Orcutt, and Santa Maria elementary school districts, shall become a new, separate junior college district.

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Sections 4871 to 4991, inclusive) and the recommendations of the Division of Public School Administration, the Board approved the following proposals of six county committees on school district organization as transmitted through the Bureau of School District Organization:

Formation of a union elementary school district in Colusa County—A proposal by the augmented Colusa County Committee on School District Organization recommending the formation of a union elementary school district of the Colusa, Butte Creek, and Harmony elementary school districts.

Formation of a unified school district in Fresno County—A proposal by the Fresno County Augmented Committee on School District Organization to form a unified district of the territory of the Coalinga-Huron Union Elementary School District and the Oil King Elementary School District, now comprising the Coalinga Union High School District.

Formation of a unified school district in Los Angeles County—A proposal by the augmented Los Angeles County Committee on School District Organization to hold an election to form a unified school district consisting of the area contained in the Palos Verdes Elementary School District.

Formation of a unified school district in Riverside County—A proposal by the augmented Riverside County Committee on School District Organization to hold an election to form a unified district of the area of Hemet Valley, comprising the present Hemet Union High School District, San Jacinto Unified School District, and Winchester Elementary School District, which latter is now a part of the Perris Union High School District.

Formation of a union elementary school district in Sacramento County—A proposal by the augmented Sacramento County Committee on School District

Organization to hold an election to form a union elementary school district to consist of the present Arno, Colony, and Herald Elementary School Districts.

Annexation of two elementary school districts to an elementary school district in Shasta County—A proposal by the augmented Shasta County Committee on School District Organization to hold elections for annexation of the Mistletoe and Clear Creek elementary school districts to the Redding Elementary School District.

Revocation and Suspension of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other documents for public school service previously issued to the following persons, effective on the dates indicated:

	Revocation effective	By authority of Education Code Section
Acosta, Joaquin Enrique	July 29, 1954	12755
Anderson, George Robert	July 29, 1954	12756
Barnes, Clifford Rasmussen	July 19, 1954	12754
Billings, William Wilmer	July 29, 1954	12756
Darracott, Thomas Pollard, Jr.	July 24, 1954	12754
Edwards, Hallie Jones	July 29, 1954	12755
Foster, Pete Renard	May 30, 1954	12754
Fountain, George Stephen	July 29, 1954	12756
Greenan, Raymond George	July 2, 1954	12754
Hampton, Thelma Elizabeth	July 29, 1954	12755
Keener, Charles Crum	July 29, 1954	12756
McCormick, Donald Harvey	June 2, 1954	12754
Meinen, Frederick Keith	July 29, 1954	12756
Patterson, Audrey	May 10, 1954	12754
Phillips, Paul Allen	May 5, 1954	12754
Pierce, Gerard Joseph	July 29, 1954	12756
Plankenhorn, Thomas William	July 15, 1954	12754
Pucci, Anthony Joseph	July 21, 1954	12754
Pullen, Jack Chester Duane	July 29, 1954	12756
Reinhardt, Elmer Chester	July 29, 1954	12756
Watson, Edwin Adolf	May 1, 1954	12754

Under authority of Education Code Section 12756, the board also suspended the credentials, life diplomas, and other documents for public school service previously issued to the following persons, effective July 29, 1954, pending court action on their appeals from conviction of offenses defined in Education Code Section 12011.7:

Cohen, Emanuel Phillip
Rigby, Marion Price

Changes in Rules and Regulations¹

Attendance in Junior Colleges. Acting under authority of Education Code Sections 112 and 6801, the Board amended Section 8 of the California Administrative Code by adding subsection (c) thereto, relat-

¹ See also changes made by Superintendent of Public Instruction regarding classes for adults, *supra*, p. 382.

ing to the counting of school attendance in junior colleges, reading as follows (effective July 1, 1955):

(c) In the case of pupils enrolled in a day or evening junior college, during the time subsequent to the complete registration and admittance of the pupil to the college.

General Pupil Personnel Services Credential. The Board, acting under authority of Section 112 and Chapter 1 of Division 7 of the Education Code, particularly Section 12146 thereof added by Chapter 1552 of the Statutes of 1953, added Article 34, consisting of Section 380 to 383, inclusive, to Subchapter 2 of Chapter 1 of Title 5 of the California Administrative Code, to read as follows (effective September 15, 1956):

**Article 34. General Pupil Personnel
Services Credential**

380. Definition. "Pupil counseling," as used in Education Code Section 12146 added by Chapter 1552, Statutes of 1953, means those functions inherent in a guidance program over and above those advisory duties and functions customarily performed by a teacher. A person holding a position in this field has as his major responsibility the rendering of specialized services: (a) In pupil guidance, (b) as consultant to teachers and other members of the school staff on problems of guidance, (c) as consultant to parents in the interpretation of the school in relation to the child and (d) in a liaison relationship between the school, the community, and community agencies.

381. Application. An applicant for the general pupil personnel services credential shall comply with the procedure prescribed for application (Section 201)¹ and shall have completed a program including the following requirements:

(a) A bachelor's degree granted by an institution accepted for credentialing purposes by the State Board of Education.

(b) Two years of successful teaching experience, or one year of successful teaching experience and one year of supervised field experience in pupil personnel activities with school-age pupils, or two years of supervised field experience in school social work, school psychometry, or school psychology of which at least one year shall have been in a public school.

(c) One year of 30 semester hours of postgraduate work of upper division or graduate level, or a year of postgraduate work which an institution accepted for credentialing purposes by the State Board of Education certifies as fulfilling institutional requirements for a postgraduate year of work. This program of graduate studies shall be a supervised internship designed to develop proficiency in pupil personnel practices and procedures. This internship program shall consist of course work and field experiences, including participation in organized pupil personnel services activities, and shall cover the following general and specialized areas:

(1) The general area shall include each of the following:

(A) Counseling procedures and techniques, including interviewing.

(B) Mental hygiene.

(C) Case study and case conference techniques.

(D) Psychology and education of exceptional children.

(E) The dynamics of family, pupil-teacher, teacher-parent, and pupil-pupil relationships.

(F) The methods and materials of family counseling including experience in working with parent groups, home visits, parent conferences, and problems of home and school.

(G) The use of community resources including agencies and organizations which provide services to individuals and/or groups.

¹ California Administrative Code, Title 5, Education.

Changes in Rules and Regulations, continued

(H) Laws relating to children and child welfare.

(1) Organization, administration, and evaluation of pupil personnel service programs.

(2) The specialized area shall include at least one of the following:

(A) Pupil counseling, including:

1. Educational, vocational, and personal guidance.

2. Advanced training in procedures of counseling including supervised field experience.

(B) Child welfare and attendance work, including:

1. Appropriate case work, with supervised field experience in a recognized agency or clinic dealing with family or children's problems.

2. The application of local, federal, and state laws relating to the education, employment, and welfare of school-age youth.

(C) School social work, including:

1. Appropriate case work, with supervised field experience in a recognized agency or clinic dealing with family or children's problems.

2. The application of local, federal, and state laws relating to the education, employment, and welfare of school-age youth.

(D) School psychometry, including:

1. Advanced training and experience in individual and group testing, including testing of exceptional children.

2. Advanced training in educational psychology; including measurement and statistics, and the psychology of learning.

(d) An applicant for a general pupil personnel services credential in the field of social work shall have completed, in addition to the requirements of subsections (a), (b), and (c)(1) and (c)(2)(C) hereof, an additional graduate year in a recognized school of social work including supervised field experience in a public school.

(e) If an applicant meets the requirements of subsection (a) hereof and prior to September 15, 1956, served half time for three years, or an equivalent amount of time, as a child welfare and attendance worker, school counselor, school social worker, school psychometrist, or school psychologist:

(1) He may offer this experience in lieu of the requirements of subsection (b) hereof and in lieu of 15 semester hours of the training required by subsection (c)(1) hereof.

(2) He may offer this experience in lieu of all of the requirements of subsections (b) and (c) if he held the elementary school administration credential, the secondary school administration credential, or the general administration credential during the period of such service.

(f) Postponement of Requirements. A credential valid for two years authorizing the holder to perform any service authorized in Section 382(a) may be issued to an applicant who has not completed the requirement of subsection (c) of Section 381, if the applicant meets all the requirements of subsections (a) and (b) of Section 381 and has completed one-third of the work specified in subsection (c) thereof. A credential so issued may be renewed once for a two-year period upon verification of the completion of an additional one-third of the work specified in subsection (c) of Section 381.

382. Authorization. (a) The general pupil personnel services credential shall authorize the holder to:

(1) Perform any pupil personnel services in the fields of child welfare and supervision of attendance, psychology, psychometry, pupil counseling, and social work in any elementary or secondary school, except giving a child an individual examination for the purpose specified in Education Code Section 9805 or making a recommendation based upon any such examination; and

(2) Supervise other persons performing pupil personnel services.

(b) The general pupil personnel services credential shall authorize the holder, in addition to the services authorized in subsection (a) hereof, to give a child an

individual examination for the purpose specified in Education Code Section 9805 if the holder:

(1) Has completed, in addition to all other requirements, the requirements specified in subsection (c) (2) (D) of Section 381; and

(2) Is serving under the supervision of a school psychologist or a person who holds a general pupil personnel services credential and meets the requirements of subsection (c) hereof.

(c) The general pupil personnel services credential shall authorize the holder, in addition to the services authorized in subsection (a) hereof, to give a child an individual examination for the purpose specified in Education Code Section 9805 and to make a recommendation based upon such an examination and to supervise the giving of an examination for the purpose specified in Education Code Section 9805 if the holder:

(1) Has completed, in addition to all other requirements, the requirements specified in subsection (c) (2) (D) of Section 381; and

(2) Has completed an additional year of graduate work which an institution accepted for credentialing purposes by the State Board of Education certifies as fulfilling the institution's requirements for a year of graduate work in school psychology including:

(A) Individual diagnostic procedures.

(B) Advanced case study techniques.

(C) Remedial instruction techniques.

(D) Individual and group therapy, including supervised laboratory and field experience with school-age pupils.

(d) A general pupil personnel services credential issued pursuant to this article shall indicate on the face thereof the service authorized by the credential.

383. Term. The general pupil personnel services credential may be issued for a period of two years and may be renewed for periods of five years in accordance with the provisions of Section 202.

THEODORE ROOSEVELT ANNIVERSARY

October 27, 1954, will be the ninety-sixth anniversary of the birth of Theodore Roosevelt, twenty-sixth president of the United States. The Women's Theodore Roosevelt Memorial Association, which maintains headquarters in the restored birthplace of Mr. Roosevelt in New York City, requests that the attention of teachers and school administrators be called to this anniversary so that it may be recognized with special exercises in schools. The association has prepared a short play entitled "Theodore Roosevelt, Builder of the Panama Canal," for children in the fifth and sixth grades, which is available in mimeographed form upon request to Mrs. Frederick H. Baird, Chairman, Education Committee, Theodore Roosevelt House, 28 East 20th Street, New York 3, N. Y. A list of films on conservation is also available from this source.

TRAVEL CONTEST FOR TEACHERS

For the best accounts of trips taken by teachers since November 1, 1953, *The Instructor* magazine is offering 50 cash prizes totaling \$1,000 and 500 merchandise prizes valued at \$2 each. The stories should be from 1,000 to 1,200 words in length. Detailed information about the contest, which closes October 25, 1954, is available on request to William D. Conklin, Travel Editor, *The Instructor Magazine*, Dansville, N. Y.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

The calendar of educational meetings and events for the current school year which is maintained in the office of the Superintendent of Public Instruction is published in *California Schools* to provide a convenient reference for those who desire to arrange or to attend educational meetings.

Effort is made to include in the calendar all events of state-wide or regional significance in the field of education. Dates of holidays or anniversaries regularly observed in California public schools are also listed. Information about meetings has been supplied by the organizations concerned. Questions regarding the calendar, and correspondence regarding corrections or additions, should be addressed to the Superintendent of Public Instruction.¹

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1954-55

<i>Dates—1954</i>	<i>Organization and Event</i>	<i>Place</i>
September 7	Labor Day	
September 9	Admission Day	
September 15-16	California Congress of Parents and Teachers, Board of Managers Meeting	San Francisco
September 17	Constitution Day	
September 17-19	California Teachers Association, Northern Section, Leadership Training Conference	Bijou, El Dorado County
September 20	California Association of School Administrators, California Commission on Public School Administration	San Francisco
September 21	California Association of School Administrators, Board of Governors Meeting	San Francisco
September 21	California Association of School Administrators, Section Chairmen Meeting	San Francisco
September 22	California Association of School Administrators, Administrative Policies Commission Meeting	San Francisco
September 24	California Conservation Council, Quarterly Conference	Women's City Club, San Francisco
September 24-26	California Teachers Association, Southern Section, Leadership Training Conference	Camp Seeley
September 24-26	Language Arts Conference, Sponsored by California State Department of Education and California Association of Teachers of English, Central Section	Asilomar
September 25	California Elementary School Science Association, Northern Council Meeting	Hayward
October 1-2	California Association of Secondary School Administrators, Fall Representative Council Meeting	State Education Building, Sacramento

¹ In order to be printed in a particular issue of *California Schools*, information for the calendar must reach the editor on or before the first day of the preceding month. In case an event is listed before the place of meeting has been determined, supplementary information can be printed in a subsequent issue.

<i>Dates—1954</i>	<i>Organization and Event</i>	<i>Place</i>
October 1-2	California School Supervisors Association, Central Coast Section Meeting	———
October 1-3	California Teachers Association, Central Coast Section, Leadership Training Conference	Asilomar
October 2	California Teachers Association, Bay Section Council Meeting	Berkeley
October 4-7	National Council on School House Construction, Annual Conference	San Diego
October 8	California School Supervisors Association, San Joaquin Valley Section Meeting	———
October 8-9	California State Junior College Association, General Education Committee Meeting	Bakersfield
October 8-9	Council of California Vocational Associations, Semi-annual Meeting	San Francisco
October 8-10	Delta Kappa Gamma, Executive Board Meeting	Monterey
October 8-10	California Teachers Association, North Coast Section, Leadership Training Conference	Benbow
October 9	California Teachers Association, Central Section Council Meeting	Fresno
October 9	California Teachers Association, Southern Section Council Meeting	Los Angeles
October 12	Columbus Day	
October 12	California County Librarians Annual Conference	Long Beach
October 13-17	California Library Association, Annual Conference	Long Beach
October 14	California Association of School Administrators, Legislation Committee Meeting	Los Angeles
October 14-15	California Elementary Administrators Association, Executive Board Meeting	Fresno
October 15-16	California Industrial Education Association, Executive Board Meeting	Fresno
October 16	San Francisco State College, Dedication of New Campus	San Francisco
October 16-17	California Association of Childhood Education, Executive Board Meeting	Los Angeles
October 19	California Association of School Administrators, Administrative Policies Commission Meeting	Long Beach
October 20-22	Annual Conference of California County, City, and District Superintendents of Schools, in conjunction with the Annual Conference of California Association of School Administrators	Long Beach
October 22-24	California School Boards Association, Inc., Annual Conference	Long Beach
October 22-24	California Teachers Association, Bay Section, Leadership Training Conference	Asilomar
October 23	California Teachers Association, Northern Section Council Meeting	Placerville
October 24	United Nations Day	

<i>Dates—1954</i>	<i>Organization and Event</i>	<i>Place</i>
October 27-29	California Junior College Association, Annual State Conference	Yosemite
October 29-30	California Speech Therapy Association, State Conference	Bakersfield
October 30	California Elementary School Science Association, Northern Section Meeting	Hayward Union High School, Hayward
November 4-6	California Council on Teacher Education, Fall Meeting	Yosemite
November 5-6	California Teachers Association, Sixth Annual Educational Research Conference	De Anza Hotel, San Jose
November 6	California Elementary School Administrators Association, Southern Section Meeting	La Mesa
November 6-10	Conference on the Direction and Improvement of Instruction and on Child Welfare	San Jose
November 6-10	California School Supervisors Association	San Jose
November 7-10	California Association of Supervisors of Child Welfare and Attendance	San Jose
November 7-13	American Education Week	
November 10-11	California Congress of Parents and Teachers, Board of Managers Meeting	Los Angeles
November 11	Veterans Day *	
November 11-12	Western College Association, Fall Meeting	Berkeley
November 12-13	California Conference on Physicians and Schools, Sponsored by the California Medical Association in co-operation with the California Departments of Health and Education	Fresno
November 12-13	California Elementary School Administrators Association, Central Review Board, Meeting of Co-operative Research Project	Bellevue Hotel, San Francisco
November 12-14	California Teachers Association, Central Section, Leadership Training Conference	Asilomar
November 13	California Teachers Association, Bay Section Council Meeting	Berkeley
November 13	California Elementary School Science Association, Northern Council Meeting	San Francisco State College
November 13	California Teachers Association, Southern Section Council Meeting	Los Angeles
November 13	California Association for Aural Education	College of Pacific, Stockton
November 13	California Teachers Association, Central Coast Section Council Meeting	—
November 13	Northern California Continuation Administrators Meeting	San Francisco
November 13	California Educational Research and Guidance Association, Southern Section Meeting	450 N. Grand Avenue, Los Angeles

* Name changed from Armistice Day by Public Law 380, 83rd Congress, 2nd Session, approved June 1, 1954.

<i>Dates—1954</i>	<i>Organization and Event</i>	<i>Place</i>
November 18-20	California Association of Adult Education Administrators, Fall Conference	Bakersfield
November 19-20	California Council for Adult Education	Bakersfield Inn, Bakersfield
November 25	Thanksgiving Day	
December 3-4	California Teachers Association, State Council of Education	Los Angeles
December 3-7	American Vocational Association, Annual Meeting	San Francisco
December 7	California Conservation Council, Annual Meeting	International House, Berkeley
December 8	California Association of School Administrators, Section Chairmen Meeting	Los Angeles
December 8	California Association of School Administrators, Board of Governors Meeting	Los Angeles
December 9	California Association of School Administrators, Administrative Policies Commission Meeting	Los Angeles
December 25	Christmas Day	
December 27-29	National Science Teachers Association, Regional Conference, in conjunction with the meeting of the American Association for the Advancement of Science	Berkeley
<i>Dates—1955</i>		
January 1	New Year's Day	
January 8	California Teachers Association, Central Section Council Meeting	Fresno
January 8	California Teachers Association, Northern Section Council Meeting	Sacramento
January 12-13	California Congress of Parents and Teachers, Board of Managers Meeting	San Francisco
January 15	California Teachers Association, Bay Section Council Meeting	Berkeley
January 15	California Teachers Association, Southern Section Council Meeting	Los Angeles
January 21	California School Supervisors Association, San Joaquin Valley Section Meeting	Visalia
January 23	California Council for Continuation Education, Annual Conference	Fresno
February 12	Lincoln's Birthday	
February 12	California Teachers Association, Central Coast Section Council Meeting	
February 13-16	California Recreation Society, State Conference	Santa Cruz
February 14	California Conservation Council, Quarterly Meeting	Santa Cruz
February 15	Susan B. Anthony Day	
February 19	California Elementary School Administrators Association, Southern Section Meeting	University of Southern California, Los Angeles
February 19	California Elementary School Science Association, Northern Council Meeting	Chico

<i>Dates—1955</i>	<i>Organization and Event</i>	<i>Place</i>
February 20-26	Brotherhood Week	
February 22	Washington's Birthday	
February 26-27	California Association for Childhood Education, Annual Conference	Sacramento
March 7	Conservation, Bird, and Arbor Day	
March 7-14	California Conservation Week	
March 9-10	California Congress of Parents and Teachers, Board of Managers Meeting	Los Angeles
March 10-13	California Association of Women Deans and Vice-Principals, State Convention	Mar Monte Hotel, Santa Barbara
March 12	California Teachers Association, Bay Section Council Meeting	Berkeley
March 12	California Teachers Association, Central Section Council Meeting	Fresno
March 12	California Teachers Association, Southern Section Council Meeting	Los Angeles
March 12-16	American Association of School Administrators, Regional Convention	Denver, Colorado
March 14-17	Seventeenth Annual Conference on Industrial Education	San Diego
March 18-19	California Industrial Education Association, Annual Convention	San Diego
March 24-25	Western College Association, Spring Meeting	Los Angeles
April 1-3	California Association of Secondary School Curriculum Coordinators, Annual Conference	Santa Barbara
April 2-4	California Home Economics Association, State Convention	Ambassador Hotel, Los Angeles
April 2-5	California Association for Health, Physical Education and Recreation, State Conference	Riverside
April 3-5	California Business Education Association, State Convention	Coronado Hotel, San Diego
April 3-6	Annual Conference of Elementary School Principals and District Superintendents, in conjunction with Twenty-seventh Annual Conference of California Elementary School Administrators Association	Santa Rosa
April 3-6	California Association of Adult Education Administrators	Santa Barbara
April 3-6	California Association of Secondary School Administrators	Santa Barbara
April 8-9	California Teachers Association, State Council on Education	Asilomar
April 10	Easter Sunday	
April 10-16	International Council for Exceptional Children, Thirty-third Annual Convention	Lafayette Hotel, Long Beach
April 13-16	California Association of Public School Business Officials, Twenty-eighth Annual Convention	Hotel del Coronado, Coronado

<i>Dates—1955</i>	<i>Organization and Event</i>	<i>Place</i>
April 16	California Elementary School Science Association, Northern Section Meeting	Chico
April 18-22	Audio-Visual Education Association, State Conference, held in conjunction with convention of Department of Audio-Visual Instruction of National Education Association	Hotel Biltmore, Los Angeles
April 22	California School Supervisors Association, San Joaquin Valley Section Meeting	Bakersfield
April 25-30	Public Schools Week	
April 29- May 1	Delta Kappa Gamma, State Convention	Hotel Fairmont, San Francisco
April 30	Northern California Continuation Educators Association	
May 3	California Congress of Parents and Teachers, Board of Managers Meeting	Los Angeles
May 4-6	California Congress of Parents and Teachers, Annual State Convention	Los Angeles
May 6-7	California Elementary School Administrators Association Central Review Board, Meeting of Co-operative Research Project	Bellevue Hotel, San Francisco
May 7	California Teachers Association, Central Section Council Meeting	Fresno
May 7	California Elementary School Science Association, Northern Association Meeting	Chico
May 7	California Elementary School Administrators Association, Southern Section Meeting	Norwalk
May 14	California Teachers Association, Southern Section Council Meeting	Los Angeles
May 14	California Teachers Association, Central Coast Section Council Meeting	
May 14	California Teachers Association, Northern Section Council Meeting	Orland
May 30	Memorial Day	
June 14	Flag Day	
June 20-25	California Agricultural Teachers Association, Annual Summer Conference	California State Polytechnic College, San Luis Obispo

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